DOCUMENT RESUME

ED 177 038 SO 011 972

AUTHOR Turner, Mary Jane

TITLE The Community and Citizenship: A Guide for Planning and Leadership.

INSTITUTION Ohio State Univ., Columbus. Mershon Center.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 79
CONTRACT 400-78-0050
NOTE 25p.; For related documents, see SO 011 968-973; Competency checklists may not reproduce clearly from EDRS in paper copy due to small print type of original document

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Citizenship; Community Education; *Community Involvement; Definitions; Educational Assessment; *Educational Objectives; *Educational Planning; Evaluation Criteria; *Leadership Training; Nonformal Education; Secondary Education; Skill Development; *Social Studies; Youth Leaders; Youth Programs

ABSTRACT

Part of a project to assist educators, parents, and community leaders as they develop and implement citizenship education programs, the document provides information to help youth program leaders assess the influence of their efforts on development of youngsters' basic citizenship competence. The document is presented in five chapters. Chapter I considers what citizenship means, with emphasis on its importance to youth as members of families, schools, and communities. Chapter II defines citizenship education as learning and instruction directed toward development of citizen competence. Chapter III presents seven basic citizenship competencies and explains how they can serve as a guide for setting goals and assessing progress. The competencies are acquiring and using information about political situations; assessing personal involvement in political situations; making decisions regarding group governance; making judgments and using standards such as justice, ethics, morality, and practicality; communicating ideas to other citizens and decision makers; cooperating with others in groups to achieve mutual goals; and promoting and protecting personal interests and values. The final chapter presents two checklists--one for applying the seven competencies to youth programs and the other for assessing the extent to which a community is facilitating development of citizenship competencies. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED177038

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE COMMUNITY AND CITIZENSHIP

A Guide for Planning and Leadership

by

Mary Jane Turner
Social Science Education Consortium, Inc.

A project of the
Citizenship Development Program
Mershon Center, Ohio State University

and the

Social Science Education Consortium, Inc.
Boulder, Colorado

SO 011 972

This is one of several source documents developed by the Basic Citizenship Competencies Project. This is a joint project of the Mershon Center, The Ohio State University, and the Social Science Education Consortium, Boulder, Colorado. The goal of this project has been to prepare materials that will assist educators, parents and community leaders as they seek to identify basics, clarify goals, make assessments and develop action plans related to citizenship education.

Products developed by the Project are:

Handbook of Basic Citizenship Competencies

Guide to Basic Citizenship Competencies: Recommendations to Compare Curriculum Materials, Assess Classroom Instruction, and set Goals

Principals and Citizenship Education: A Guide for Effective Leadership

The Community and Citizenship: A Guide for Planning and Leadership

Developing your Child's Citizenship Competence: A Parent's Guide

Executive Summary

These products were prepared under contract #400-78-0050 from the National Institute of Education, U.S. Department of Health, Education and Welfare. Their contents do not necessarily reflect the views of the National Institute of Education or of any agency of the United States Government.

ACKNOWLEDGEMENTS

The Basic Citizenship Competencies Project wishes to acknowledge the contribution of the following individuals who served as members of a National Advisory Panel for this project.

Dr. Charlotte Anderson
Assistant Director
Law & Humanities Project
American Bar Association

Dr. Lee Anderson
Professor of Political Science
and Education
Northwestern University

Mr. Urban J. Bear Don't Walk
Attorney-at-Law
Billings, Montana

Dr. Kenneth Benne
Professor Emeritus
Philosophy & Organizational
Development
Boston University

Dr. Donald H. Bragaw
Chief, Instructional Services
The State Department of Education
The University of the State of
New York

Ms. Carolyn Burkhardt
Program Associate
National Center for Research in
Vocational Education

Dr. Janet Eyler
Social Studies Education
George Peabody College

Dr. Carole Hahn
School of Education
Emory University

Ms. Edna Jean Harper
Teacher, Alum Crest
Instructional Center
Columbus, Ohio

Mrs. Carol Kimmel
Immediate Past President
National Parent Teachers Assn.
Rock Island, Illinois

Dr. Roger LaRaus
School District #65
Evanston, Illinois

Mrs. Eva Legarde
Chairperson, ESEA
Advisory Panel for Title I
East Baton Rouge Parish
Baton Rouge, Louisiana

Dr. Evelyn Luckey
Assistant Superintendent
Columbus, Ohio Public Schools

Ms. Charen Martinez
Teacher, Junior High Social Studies
Westminster, Colorado

Dr. John Patrick
Professor of Education
Indiana University

Mr. Martin Shallenberger
Director of Public Affairs
Standard Oil Company

Dr. Roberta Sigel
Department of Political Science
Rutgers University

Dr. Barbara Winston
Associate Professor
Northeastern Illinois University

Professor L. Harmon Zeigler
Center for Educational Policy & Management
University of Oregon

The American Political Science
Association's Committee on Pre-
Collegiate Education

School Principals Group:

Ms. Catherine Crandell
Valleyview Elementary, Columbus, Ohio

Mr. Roger Dumaree
Columbus South High School, Columbus, Ohio

Ms. Catherine M. Feike
Douglas Alternative School, Columbus, Ohio

Mr. Titus A. Saunders, Jr.
Mohawk Junior High School, Columbus, Ohio

Mr. Ronald G. Sroufe
Whetstone High School, Columbus, Ohio

Mr. Curtis A. Smith
Bexley Junior High School, Bexley, Ohio

CONTENTS

Introduction 1

What Is Citizenship? 2

What Is Citizenship Education? 3

What Are the Basic Citizenship Competencies? 4

What Is the Community's Role in Citizenship Education? 8

How to Use the Checklists 9

Checklist 1: Community Leader's Program Checklist 9

Checklist 2: Community Improvement Checklist 10

INTRODUCTION

The United States has always been a nation of volunteers. More than 150 years ago Alexis de Tocqueville, a French statesman and author, visited this country to see how the young nation was doing. Tocqueville was amazed to find Americans volunteering to work together on all sorts of community concerns.

Because some of the same problems faced by our forebears persist today, one of the most important contributions that volunteer organizations can make to their communities is to help prepare young people to be competent citizens. Such organizations can serve as a training ground where young people can develop and sharpen their citizenship skills. Volunteer organizations offer valuable opportunities for young people to participate actively and constructively in the lives of their communities.

The purpose of this guide is to help youth program leaders in voluntary and service organizations assess the extent to which their efforts are contributing to the development of youngsters' basic citizenship competence. First we will consider what citizenship means and define citizenship education. Then we will present seven basic citizenship competencies which can serve as a guide for setting goals, assessing progress, and making plans in citizenship education programs; followed by a discussion of the community's role in promoting citizen competence. Finally, we will present two Checklists: one for applying the seven competencies to youth programs in voluntary and service organizations and the other for assessing the extent to which any given community is facilitating the development and application of citizenship competencies.

WHAT IS CITIZENSHIP?

The notion of citizenship has a long and rich history, dating back at least to the ancient Greeks. In our own country's relatively short history, such writers as Paine, Jefferson, and Dewey have contributed further to our understanding of this concept.

Citizenship involves the rights, responsibilities, and tasks associated with governing the various groups to which a person belongs. These groups include families, churches, labor unions, schools, and community organizations as well as cities, states, nations, and global systems. As members of such groups, young people as well as adults are involved--directly or indirectly, knowingly or unknowingly--in citizenship problems and tasks associated with group governance.

Three things should be kept in mind about citizenship:

--*Citizenship is exercised in governing or managing a group.* For example, although group members attending a dance are not involved directly in a citizenship task, those members who decide when to have the dance, how much to charge for tickets, and where the dance will be held are acting in their capacity as citizens of the group.

--*Citizenship behavior occurs in private groups--families, schools, social clubs, labor unions--as well as in relation to governmental and political functions.* The important thing is what one does (behavior), not where it is done (environment).

--*Citizenship isn't something only adults "do."* Since citizenship involves many groups, children and adolescents exercise citizenship as members of families, schools, and communities. This last point is important for those concerned with youth programs. Citizenship has often been treated as something children can study from a distance and for which they can prepare, but in which they cannot actually participate until they reach the age of majority and take on such adult roles as voter, taxpayer, and campaign worker. Because everyone who is a member of a group is involved in citizenship tasks, citizenship learning activities for young people should not be confined only to experiences associated with governmental institutions at the city, state and national level.

WHAT IS CITIZENSHIP EDUCATION?

Citizenship education is learning and instruction directed toward the development of citizen competence. It involves training people in the knowledge, skills, and attitudes needed for active and effective participation in various kinds of groups.

By custom and legal mandate, schools have always had an important responsibility for citizenship education. Traditionally, schools have emphasized such citizenship-related topics as U.S. history, the Constitution, and the structure of government. In addition, schools have been concerned with developing patriotism. These topics are important, but they do not represent all that is involved in or basic to citizenship education.

Along with the schools, the home and the community play important roles in citizenship education. Such key elements of the community as business and labor, volunteer organizations, religious groups, and families provide settings where individuals daily confront the tasks and problems of citizenship. They also are sources of the knowledge, skills, attitudes, and experiences we acquire as citizens.

WHAT ARE THE BASIC CITIZENSHIP COMPETENCIES?

Competence is a familiar idea. In daily life we often make judgments about people's competence. We may say, "He is a competent cook" or "She is a competent lawyer." What is a competent citizen?

Citizenship competence, the goal of citizenship education, refers to the quality of a person's participation in civic and public life. Competent citizens make thoughtful decisions. They communicate effectively with others. Competent citizens promote and protect their interests as members of groups in responsible ways.

After examining research and theory and consulting with scholars and community leaders, we have identified seven basic citizenship competencies. These competencies are basic because:

--They are limited in number.

--They are almost universally relevant in that they are linked to citizenship tasks faced in some form by all individuals--regardless of sex, race, ethnicity, social class, or other characteristics--in the course of daily living.

--They are generic in that they apply to all of the various domains (family, school, city, state, nation, etc.) in which an individual may exercise citizenship.

--They can be taught continually at all grade levels at increasing levels of sophistication and variety.

--They are of the greatest value to individuals as they strive to discharge their responsibilities, preserve their rights, and protect and pursue their interests as citizens.

--They are of value to the society as it seeks to maintain and improve itself.

In a democratic society, the exercise of these competencies should be constrained and tempered by a commitment to human rights and to democratic participation in the shaping and sharing of values. They can be looked upon as a set of flexible tools or guidelines for identifying what constitutes basic preparation for citizenship today.

Competency 1: Acquiring and Using Information (competence in acquiring and processing information about political situations):
Competence in this area means that a person knows where to find information, can choose from among the data available those pieces that are most helpful or most correct, and can analyze that information to obtain a greater understanding of any given situation.

A family whose home is in an area that is targeted for annexation would need to examine the newspapers, listen to the radio, watch television, and ask questions of the neighbors. They might also seek documents from the annexing authority or do research in the library to determine the costs and benefits of such an action. They would then need to "sort out" and analyze the data and make decisions about competing factual claims.

Competency 2: Assessing Involvement (competence in assessing one's involvement and stake in political situations, issues, decisions, and policies). Competence in this area means that individuals can consider a situation and identify how and why it is important to them, what consequences may stem from it, and how their actions in dealing with it may have consequences for others.

Persons hearing that a superhighway is under consideration that would bypass their community should be able to recognize that this would have a short-term impact on merchants and motel owners in the community. There might also be a considerable long-term impact on employment, property values, and school enrollment if the community began to decline. In addition, they should recognize that whatever action they choose to take will have consequences for all of the other citizens involved.

Competency 3: Making Decisions (competence in making thoughtful decisions regarding group governance and problems of citizenship).
Making thoughtful decisions requires that persons be able not only to choose from among obvious alternatives but also to generate realistic options if none are available. They should view these alternatives in terms of their own values; otherwise, decisions might be made that unwittingly contradicted their own or democratic principles. It is also important that individuals look beyond the moment and consider the likely long-range consequences of their choices to themselves and others.

Members in a church faced with foreclosure might decide to break up the congregation and sell the church or they might decide to mount a massive fund-raising effort. Another alternative might be to sell or rent a portion of the property to meet the mortgage payments. Each of these alternatives would have different consequences. For example, a decision to break up the congregation might mean that some people would have to travel across town in order to attend church. Selling or renting part of the church property might mean having to accept neighbors with different values and beliefs.

Competence 4: Making Judgments (competencies in developing and using standards such as justice, ethics, morality, and practicality to make judgments of people, institutions, policies, and decisions). Competence in making judgments is one of the most pervasive tasks of citizenship. It requires that persons be able to identify or develop and then apply approrpiate criteria in making a judgment. Furthermore, competence implies that others may use different criteria for the same task.

A youngster in school may be puzzled if the teacher cancels recess when three students cheat on a math test. One set of criteria to judge the fairness of this might be derived from the justice system--it is not fair to punish all for the crimes of a few. Another set of criteria might come from behavioral psychology which would indicate that it is better to reward those who perform correctly. Still a third might cluster around a belief that unpleasant punishment for all may deter others from cheating in the future. Systematically applying one set of these criteria means that the same judgment would be made about a similar situation in another class.

Competency 5: Communicating (competence in communicating ideas to other citizens, decision-makers, leaders and officials). Citizens must be able to communicate effectively if they are to achieve the goals they desire. They need to be able to construct sound arguments supporting their points of view, and they need to be able to present these arguments orally or in writing in both informal and formal settings.

Suppose a union member believes that the membership would receive greater benefits if the upcoming contract negotiations emphasized job security and safety more than salary increases. He or she would certainly wish to argue this point with fellow workers and friends. In addition, it might be desirable to write or appear before the officers of the local union in support of this position.

Competency 6: Cooperating (competence in cooperating and working with others in groups and organizations to achieve mutual goals). Citizenship has to do with the governance of groups. In some instances these groups are small. Even in large groups such as states or nations, however, participation usually occurs through committees, task forces, councils, and the like. Thus, all citizens need to be able to work effectively in group settings as both leaders and followers. They must be capable of managing and coping with disagreements within the group, and they should be confortable working with others of different races, sex, or cultures.

If a few persons who live in a large suburban community are concerned about the quality of care available for older people living on pensions, they might contact the children of these people, the pensioners themselves, and city officials and invite them to a meeting to discuss the issue. Some of the invitees might be asked to present their ideas formally; others might be asked to provide rides and refreshments. At the meeting, officers could be elected and task forces established. One task force might assume the responsibility for developing a broader base of membership support, and another might be asked to prepare a set of by-laws which would be acceptable to all of the diverse interests represented.

Competency 7: Promoting Interests (competence in working with bureaucratically organized institutions in order to promote and protect one's own interests and values). Competence in this area involves understanding the structures of large organizations and being able to devise strategies for protecting or promoting one's own interests. In some instances, the best strategy may be to work with others who have similar needs and interests. In others it may be to use legal remedies or the grievance procedures already established by the bureaucracy or organization.

A group of citizens who have purchased hospital insurance discover that the company has not been paying the kind of benefits described in the colorful brochure. Group members might file a complaint against the company with the state insurance commission and use legal means to freeze the company's assets until the commission prepares a ruling. Individual policy owners might file a civil suit for damages in the district court.

WHAT IS THE COMMUNITY'S ROLE IN CITIZENSHIP EDUCATION?

Community groups can contribute to the development of citizenship competence in three ways: through education programs specifically focused on citizenship, through other kinds of voluntary and private activities and programs, and through opportunities for participation in public and political life.

Many community groups--among them the YMCA, 4-H Clubs, and the League of Women Voters--sponsor programs explicitly designed for teaching about citizenship. These programs have the potential to help individuals develop the basic citizenship competencies described in this booklet. Other social and community programs offered by volunteer groups can help individuals develop or sharpen their citizenship competencies even though such programs are not explicitly focused on citizenship. Checklist 1 can help such groups assess the extent to which their programming is promoting basic citizenship competencies.

The community as a whole can also promote or inhibit the development of citizenship competencies in important, albeit indirect, ways. An individual's competence in any given situation can be frustrated by social forces or conditions beyond his or her control. For example, citizens, no matter how competent, can make sensible decisions only to the extent that appropriate information is made available for them to consider; they can work cooperatively in organizational settings to achieve group goals only when organizations are open to group problem solving. Checklist 2 can help community leaders assess the extent to which their community is facilitating the development and application of citizenship competencies.

HOW TO USE THE CHECKLISTS

The checklist in this section is a diagnostic tool that can provide assistance in at least three ways. It can be used to help you think carefully and critically about current programs. It can be used as a guide for setting new goals because it pinpoints exactly where programs are weak and where they are strong. It can be used to *measure* the degree to which new goals have been achieved. In addition, the methodology and the vocabulary are useful because they parallel those used by teachers, school administrators, and parents. People can talk together about citizenship education with some assurance that everyone is talking about the same thing.

Instructions for Using Checklist 1

1. Review the *Leader's Guide* to make sure you understand the meaning of citizenship education and the description of each competency. Note that two versions of Checklist 1 have been provided: a sample and a blank one.

2. Look over the sample checklist. Read the various possible learning opportunities listed under the competencies to determine whether or not your program offers such opportunities. For example, in assessing Competency 1 (competence in acquiring and processing information about political situations), you must decide whether "students have the opportunity to use newspapers and magazines to obtain factual information about issues and problems. . . ."

If you decide that students do have such opportunities, indicate this by placing an "X" in the first column on the blank checklist. Do not mark in this column if no such learning opportunities are provided. Proceed through the entire checklist, indicating whether learning opportunities are provided for each competency.

3. Once the column has been filled in, you should begin to consider how pleased you are with the overall quality of the learning opportunities. This quality assessment is indicated immediately below the check mark (X), with "1" indicating poor, "2" indicating good, and "3" indicating very good. You will use a numerical rating only when a check mark is present because it is

intended to assess opportunities that are actually included in your program. It is most efficient to jot down comments in the third column during this step, since you will be focusing on details of the program in making your diagnosis. These ideas can be retrieved when it is time to consider how the program can be improved.

4. The last step involves totaling the figures for each competency. This total is then divided by the total possible score for each competency to arrive at a percentage figure. The total possible score is always three time the total number of learning opportunities considered. This number has already been computed on the checklist. In the sample, the total (6) for Competency 1 is divided by total possible score (21): $6 \div 21 = .28$ percent.

The best way of using the information revealed by the checklists depends on the individual community, organization, and situation. For example, on the basis of the data on the sample Checklist, a person might decide that immediate attention should be given to Competencies 1, 3, and 6. Someone else might decide, because Competencies 2 and 7 have particular relevance for his or her organization, to continue expending the most effort on those two. Still another person might undertake massive program revision, and yet a fourth might contact the schools in an effort to see how well the two programs complemented each other.

Generally, the numerical figures should be thought of as only very rough indicators of educational quality. The Checklist is simply a guide to assist you in critically analyzing your own program on an ongoing basis. When the data the checklist reveals is used with additional pertinent information and direct observation, a composite picture of an organization's or community's contribution to citizenship education can begin to be assembled. Decisions can then be made about modifying programs, setting new goals, and so on. In addition, this information will provide a useful baseline to show how well new goals are being achieved, as improved programs are established

Checklist 2

Checklist 2 can help residents think systematically about the extent to which the public and private institutions in their community offer opportunities for individuals to develop and exercise citizenship competencies. This checklist suggests ways that the community can be used as a laboratory for citizenship education.

Checklist 1 (Sample)

COMMUNITY LEADER'S PROGRAM CHECKLIST

COMPETENCIES	How Good a Job Are We Doing?	Comments
1. Competence in acquiring and processing information about political situations.		
1.1 Students have the opportunity to use newspapers and magazines to obtain current information and opinions about issues and problems . . .	X 2	
1.2 Students have the opportunity to use books, maps, charts, graphs, and other sources . . .		
1.3 Students have the opportunity to recognize the unique advantages and disadvantages of radio and television as sources of information about issues and problems . . .	X 1	
1.4 Students have the opportunity to identify and acquire information from public and private sources such as government agencies and community groups . . .		
1.5 Students have the opportunity to obtain information from fellow citizens by asking appropriate questions . . .		
1.6 Students have the opportunity to evaluate the validity and quality of information . . .		
1.7 Students have the opportunity to organize and use information collected . . .	X 3	

TOTAL	6
TOTAL POSSIBLE SCORE	21
COMPETENCY 1 SCORE (6 ÷ 21 = .28%)	.28%

CHECKLIST 1

COMMUNITY LEADER'S PROGRAM CHECKLIST

Checklist 1

COMMUNITY LEADER'S PROGRAM CHECKLIST

COMPETENCIES	How Good a Job Are We Doing?	Comments
1. Competence in acquiring and processing information about political situations.		
1.1 Students have the opportunity to use newspapers and magazines to obtain current information and opinions about issues and problems . . .		
1.2 Students have the opportunity to use books, maps, charts, graphs, and other sources . . .		
1.3 Students have the opportunity to recognize the unique advantages and disadvantages of radio and television as sources of information about issues and problems . . .		
1.4 Students have the opportunity to identify and acquire information from public and private sources such as government agencies and community groups . . .		
1.5 Students have the opportunity to obtain information from fellow citizens by asking appropriate questions . . .		
1.6 Students have the opportunity to evaluate the validity and quality of information . . .		
1.7 Students have the opportunity to organize and use information collected . . .		

TOTAL _____

TOTAL POSSIBLE SCORE 21

COMPETENCY 1 SCORE [. %]

(___ ÷ 12 = .___%)

COMPETENCIES	How Good a Job Are We Doing?	Comments
2. Competence in assessing one's involvement and stake in political situations. 2.1 Students have the opportunity to identify a wide range of implications for an evert or condition . . 2.2 Students have the opportunity to identify ways individual actions and beliefs can produce consequences . . . 2.3 Students have the opportunity to identify their rights and obligations in a given situation. . .		

TOTAL _____

TOTAL POSSIBLE SCORE 9

COMPETENCY 2 SCORE [. %]

(___ ÷ 9 = . ___ %)

3. Competence in making thoughtful decisions regarding group governance and problems of citizenship. 3.1 Students have the opportunity to generate realistic alternatives. . 3.2 Students have the opportunity to identify the consequences of alternatives for self and others . . . 3.3 Students have the opportunity to determine the important goals or values involved in the decisions . . . 3.4 Students have the opportunity to assess the consequences of alternatives based on stated values or goals . . .		

TOTAL _____

TOTAL POSSIBLE SCORE 12

COMPETENCY 3 SCORE [. %]

(___ ÷ 12 = . ___ %)

COMPETENCIES	How Good a Job Are We Doing?	Comments
4. Competence in developing and using standards such as justice, ethics, morality, and practicality to make judgments of peoples, institutions, policies, and decisions. 4.1 Students have the opportunity to identify and, if necessary, develop appropriate criteria for making a judgment . . . 4.2 Students have the opportunity to apply the criteria to known facts. . . 4.3 Students have the opportunity to periodically reassess criteria . . . 4.4 Students have the opportunity to recognize that others may apply different criteria to a problem. . .		

TOTAL _____

TOTAL POSSIBLE SCORE 12

COMPETENCY 4 SCORE [. %]

(___ ÷ 12 = . ___%)

COMPETENCIES	How Good a Job Are We Doing?	Comments
5. Competence in communicating one's ideas to other citizens, decision makers, leaders, and officials. 5.1 Students have the opportunity to develop reasons supporting their point of view . . . 5.2 Students have the opportunity to present these viewpoints to friends, neighbors, and acquaintances . . . 5.3 Students have the opportunity to present these viewpoints in writing to public officials, political leaders, and to newspapers and magazines . . . 5.4 Students have the opportunity to present these viewpoints at public meetings such as committees, school board meetings, city council sessions, etc. . . .		

TOTAL _____

TOTAL POSSIBLE SCORE 12

COMPETENCY 5 SCORE _____ . %

(___ ÷ 12 = . %)

COMPETENCIES	How Good a Job Are We Doing?	Comments
6. Competence in cooperating and working with others in groups and organizations to achieve mutual goals. 6.1 Students have the opportunity to clearly present their ideas about group tasks and problems . . . 6.2 Students have the opportunity to take various roles in a group . . . 6.3 Students have the opportunity to tolerate ambiguity . . . 6.4 Students have the opportunity to manage or cope with disagreements within the group . . . 6.5 Students have the opportunity to interact with others using democratic principles . . . 6.6 Students have the opportunity to work with others of different race, sex, culture, ethnicity, age, and ideology . . .		

TOTAL	_____
TOTAL POSSIBLE SCORE	18
COMPETENCY 6 SCORE	_____
(___ ÷ 18 = . %)	. %

COMPETENCIES	How Good a Job Are We Doing?	Comments
7. Competence in working with bureaucratically organized institutions in order to promote and protect one's interests and values. 7.1 Students have the opportunity to recognize their interests and goals in a given situation . . . 7.2 Students have the opportunity to identify appropriate influence strategy for a given situation. . . 7.3 Students have the opportunity to work through organized groups to support their interests. . . 7.4 Students have the opportunity to use legal remedies to protect their rights and interests. . . 7.5 Students have the opportunity to identify and use the established grievance procedures within a bureaucracy or organization . . .		

TOTAL _____

TOTAL POSSIBLE SCORE 15

COMPETENCY 7 SCORE _____

(___ ÷ 15 = . ___ %) . %

CHECKLIST 2

COMMUNITY IMPROVEMENT CHECKLIST

COMMUNITY LEADER'S PROGRAM CHECKLIST

COMPETENCIES	How Good a Job Are We Doing?	Comments
1. <u>Competence in acquiring and processing information about political situations.</u>		
1.1 Students have the opportunity to use newspapers and magazines to obtain current information and opinions about issues and problems . . .		
1.2 Students have the opportunity to use books, maps, charts, graphs, and other sources . . .		
1.3 Students have the opportunity to recognize the unique advantages and disadvantages of radio and television as sources of information about issues and problems . . .		
1.4 Students have the opportunity to identify and acquire information from public and private sources such as government agencies and community groups . . .		
1.5 Students have the opportunity to obtain information from fellow citizens by asking appropriate questions . . .		
1.6 Students have the opportunity to evaluate the validity and quality of information . . .		
1.7 Students have the opportunity to organize and use information collected . . .		